

**DOCUMENT RESUME**

ED 066 649

08

AC 012 797

AUTHOR Appelson, Marilyn; Semple, Barry F.  
TITLE English and Citizenship Programs For The Foreign  
Born: A Handbook For Teachers.  
INSTITUTION New Jersey State Dept. of Education, Trenton. Office  
of Adult and Continuing Education.  
PUB DATE Sep 71  
NOTE 37p.  
EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS Adult Education; Curriculum Planning; \*Educational  
Methods; \*Educational Planning; \*Educational  
Resources; \*English (Second Language); English  
Instruction; \*Instructional Materials; Teaching  
Guides  
ABSTRACT This handbook is designed to serve as a practical  
tool for instructors teaching citizenship and English language skill  
to foreign or native non-English-speaking adult learners. It is  
organized to provide the teacher with an awareness of the subject  
content to be presented and instructional approaches which may prove  
most successful. Chapter headings are: The Student, The Teacher,  
Curriculum Planning, Identifying Pronunciation Problems,  
Instructional Procedures, Naturalization Procedure. Three Appendixes  
list: Free and Inexpensive Materials, Materials Centers, Resource  
Agencies to Assist Teachers With Free and Inexpensive Materials. A  
Bibliography is given. (NF)

ED 066649

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIG-  
INATING IT. POINTS OF VIEW OR OPIN-  
IONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL POSITION OR POLICY

# english & citizenship programs

for the foreign born  
a handbook for teachers



State of New Jersey  
Department of Education  
Division of Vocational Education  
Bureau of Adult and Continuing Education

**State of New Jersey  
Department of Education  
Division of Vocational Education  
Bureau of Adult and Continuing Education**

**HANDBOOK FOR TEACHERS OF ENGLISH  
AND CITIZENSHIP FOR FOREIGN BORN ADULTS**

**Prepared by:  
Mrs. Marilyn Appelson  
Ewing Adult School  
Ewing Township, New Jersey**

**Barry F. Semple - Project Director  
Asisstant Director, Office of General Adult Education  
Bureau of Adult and Continuing Education**

**Vocational-Technical  
Curriculum Laboratory  
Rutgers - The State University  
Building 4103 - Kilmer Campus  
New Brunswick, New Jersey**

**September 1971**

**DEPARTMENT OF EDUCATION**

**Carl L. Marburger, Commissioner**

**DIVISION OF VOCATIONAL EDUCATION**

**Robert M. Worthington, Assistant Commissioner**

**BUREAU OF ADULT AND CONTINUING EDUCATION**

**Rocco Gambacorta, Acting Director**

## **FOREWORD**

A significant segment of the New Jersey population is composed of noncitizens. Statistics ranked New Jersey third highest in the nation in 1968 and fifth in 1969 for percentage of immigrants seeking New Jersey permanent residency. Furthermore, with almost one quarter million, New Jersey has the sixth greatest number of registered aliens in the country. In 1969, almost 7,000 immigrants residing in New Jersey attained naturalization, exceeding 46 other states in the number of immigrants to be granted United States citizenship. Adult education programs designed to assist non-English speaking adults in our state are making a valuable contribution.

## TABLE OF CONTENTS

|  | Page |
|--|------|
| <b>Foreword</b>  | i    |
| <b>Introduction</b>                                      | iii  |
| <b>The Student</b>                                       | 1    |
| <b>The Teacher</b>                                       | 4    |
| <b>Curriculum Planning</b>                               | 5    |
| <b>Identifying Pronunciation Problems</b>                | 15   |
| <b>Instructional Procedures</b>                          | 18   |
| <b>Naturalization Procedure</b>                          | 21   |
| <b>Appendix A – Free and Inexpensive Materials</b>       | 22   |
| <b>Appendix B – Materials Centers</b>                    | 27   |
| <b>Appendix C – Resource Agencies to Assist Teachers</b> |      |
| <b>With Free and Inexpensive Materials</b>               | 28   |
| <b>Bibliography</b>                                      | 29   |

## INTRODUCTION

The strength of adult education is based upon its continuous efforts to offer help when needed to all those who seek it. The most vivid example of this can be found in classes for immigrant and native non-English speaking adults. The people who seek skills in English proficiency and/or citizenship training obviously have special problems, requiring different approaches to learning, and a different climate in which to learn.

This handbook has been expressly designed to serve as a practical tool for instructors engaged in teaching citizenship and English language skills to foreign or native non-English speaking adult learners. It attempts to foster an understanding of the student and of the teacher's role in creating a situation for learning. The book is organized to provide the teacher with an awareness of the subject content to be presented and the instructional approaches which may prove most successful.

The Bureau of Adult Education, State Department of Education welcomes reader comments and suggestions for inclusion in subsequent updated handbooks. Teachers and directors should feel free to submit descriptions of methods, techniques and materials which have been of value in the teaching of immigrant and native non-English speaking adults.

## THE STUDENT

On the first evening, the teacher faces a heterogeneous group of adults of whom no knowledge is known other than their names and addresses. The class will usually consist of people from numerous countries whose races and religious beliefs will be as variant as their ages, personalities, educational training, mores, morals and intellectual abilities. Like most adult school students, they are desirous of help. They will have varied reasons for attending, and based upon their goals, diverse expectations from the instructional program.

For successful learning, the first challenge to the teacher will require a diagnosis of the student's learning needs and a determination of his educational goals. On that first evening, as a general rule, the majority of the students will be shy and somewhat reluctant to verbalize. Therefore, from a mere cursory evaluation and minimal case history of the students, it is the obligation of the teacher to identify the students and their reasons for enrolling.

It is difficult to predict the makeup of any particular adult class and to generalize about the characteristics of the individuals attending. Although the composition of the class will be altered depending upon the community, the teacher will generally encounter students in his class from some or all of the groups cited below. Familiarity with these broad groups may assist the teacher in planning the programs best suited for the class and the individual.

### NEWLY ARRIVED FOREIGN IMMIGRANTS

| CHARACTERISTICS  | GOALS  |
|--|--|
| Generally under 35 years old representing various levels of education from elementary completion to university trained; may have had English instruction in their native countries; gainfully employed, but often below the level they desire. | English proficiency for social and economic advancement; assistance in adjusting to U.S. culture; desire U.S. citizenship. |

### FOREIGN DISPLACED AND POLITICAL REFUGEES

| CHARACTERISTICS   | GOALS  |
|---|--|
| Aren't reconciled to remain in this country; gainfully employed; diverse ages, abilities and levels of education. | English proficiency for economic and social attainment; haven't decided about U.S. naturalization. |

### LONG TERM FOREIGN RESIDENTS

| CHARACTERISTICS   | GOALS  |
|---|--|
| Immigrated over five years ago, some over twenty years ago; representing various levels of proficiency from adequate English comprehension and conversation to minimal skills in all areas; possess information about U.S. cultural patterns. | English proficiency; citizenship is desired; remedial instruction needed for some in this group. |

## MIGRANTS WHO ARE AMERICAN CITIZENS

### CHARACTERISTICS

Puerto Ricans, American Samoans, Virgin Islanders, foreign born spouses of American Citizens (some are citizens, others desire obtaining citizenship).

### GOALS

Need to speak English with greater fluency; supplementary instruction in remedial English grammar, writing and reading desired by some.

## FOREIGN STUDENTS

### CHARACTERISTICS

Entered the United States with temporary immigration status for a period of study after which they will return home; usually in their twenties.

### GOALS

English proficiency in conversation and writing skills in order to compete with American students in the classroom; desire ability to gain admission to an American school; do not desire citizenship; interested in information about U.S. culture in order to live more comfortably within U.S.; social amenities of concern to young adults.

## FOREIGN VISITORS

### CHARACTERISTICS

In this country as tourists or to live with friends or relatives for a temporary period of time.

### GOALS

Wish to enjoy an exciting trip to America; attain conversational English skill to impress the people back home and converse with Americans; cultural understanding of American life. Some expect to try for permanent residence status.

Generalizations about people can always be challenged. However, as an aid to the teacher in evaluating the student, it is worthy to consider certain broad statements about adult students and specifically adult non-English speaking students:

1. All the adults are in class voluntarily and are strongly self-motivated to accomplish their goals. The student must be aware of the teacher's concern and ability to meet his needs.
2. Most of the students will be capable, receptive and attentive learners.
3. All adults of normal ability can learn; age is not a deterrent. Contrary to popular opinion, the mind does not deteriorate in individuals of good health.
4. All students, young or old, wish to achieve success.
5. The adult students have had years of varied experiences in living. New knowledge, when built on past experience, is learned quicker.
6. Most of these students have doubts and fears pertinent to their new environment and the possible problems of adjustment.
7. Student expectations of the teacher as a source of knowledge, and as an authority on all subjects, exceed those of the ordinary adult class.
8. The student's literacy in his own language and his learning potential will affect his learning in English.
9. Some of the students have ability and education that may match that of the instructor. Most have experiences in living that match or surpass that of the instructor. Shared learning experiences can be rewarding for the instructor.

## THE TEACHER

The effectiveness of the learning experience depends largely upon the climate of instruction created by the teacher. So far, no method has been found to dispense with the services of a human being who can interpret knowledge to the students. In classes for non-English speaking adults, the most important audio-visual aid is the teacher.

### ROLE OF THE TEACHER

The teacher in these classes holds a temporary, but pivotal position in the lives of newly arrived immigrants and non-immigrants. Most often the teacher is the only American with whom the students come in close contact. Their interpretation and opinion of America will be influenced by this experience. The teacher will be called upon to do more than help students attain the tools of language by which they can accomplish their social and economic goals. He will be viewed as an authority figure by some, a receptive listener by others, and by all a constant source of knowledge and information about a variety of subjects. These may include such diverse areas as naturalization and immigration requirements, selective service regulations, extensions of visas, automobile insurance, taxation, traffic rules, laws affecting non-citizens, religious and social organizations, etc. Ultimately, the teacher becomes to the students the translator and the transmitter of the new life.

### TEACHER CHARACTERISTICS

The instructor's training in language, linguistics and American government and his acquired teaching skills greatly contribute to the program. However, the teacher's personality and attitudes are equally as important for a successful learning situation. The consensus among educators is that students learn best from a teacher who possesses personality characteristics to which they can react favorably. Patience, tactfulness, enthusiasm, resourcefulness, warmth, even-temperedness and friendliness are the more desirable traits that administrators seek among teachers of non-English speaking adults. These teachers should be sensitive to the feelings and values of other people and above all like and respect the differences in people.

An indispensable quality that the writer feels to be intrinsic to the success of a teacher of non-English speaking adults is *flexibility*. The teacher must be capable of adjusting to all situations. Pressures and outside influences will dictate instant change of materials, content, methods and procedures of the lesson. Student fatigue, unanticipated absences, employment disappointments and other dynamic variables can frequently scuttle the best of teaching plans. The teacher must constantly re-evaluate the changing needs and goals of the students, and based on their needs be willing to seek out and prepare information and appropriate instructional materials.

It is not essential for a teacher of foreign language students to speak the students' native languages. In most classes of citizenship and/or English for non-English speaking adults, a number of different languages will be spoken. Although the instructor may find it helpful to speak a foreign language, flexibility of approach, an understanding of language, and desired personality characteristics will more than offset the lack of skill in the students' native tongues.

The teacher should always appreciate the difficulties the students face in learning and in adjusting to the new environment. Students must be encouraged to retain pride in their cultural heritage and language and still accept and learn a new language and new cultural values. The teacher should continually strive to foster in the students a feeling of achievement through a series of successes.

Teaching citizenship and English to non-English speaking adults can be a formidable challenge, and the experience an exciting, rewarding and enriching one.

## CURRICULUM PLANNING

*Crisis* means the passing from one situation to another under great difficulty. The crisis of the immigrant involves physical, emotional and mental adjustment to a new language and environment. How can adult education best help ease this adjustment? In essence, what should be taught in classes labeled "English and Citizenship", "English for the Foreign Born", "English to Foreigners", "Literacy" or "English for non-English Speaking People"?

The titles of these classes indicate three content areas upon which the teacher can base instructional objectives.

- I     The skills of English communication (understanding, speaking, reading and writing) which require study of a system of English language sounds, structure and vocabulary.
- II    The cultural information needed by the students to understand their neighbors and effectively participate in their community.
- III   The essential facts about the history, laws and government of New Jersey and the United States as needed for citizenship and naturalization.

The teacher will have to determine what knowledge within each of these broad areas should be emphasized.

The single important factor in this determination will be the student. The content of the course must be tailored to the adult student's special needs, goals, and his language and educational handicaps.

Therefore, as soon as possible, an evaluation must be made of the student's oral English proficiency and level of language skill. The teacher should not define "evaluation" to mean only testing. Standardized testing is not always appropriate in adult classes for English and citizenship training. By observation and listening, reliable assessment concerning the students' ability to communicate in English can be ascertained. Most important, the teacher can determine the students' objectives for attending class and some of their educational deficiencies.

Theoretically, classes might be organized on several levels corresponding to the students' differing proficiencies in English, native tongues, ability ranges and specific goals. In many districts this may not be feasible. Whatever the method of organization, the important consideration is that the specific information taught within the three basic content areas in these classes should be as varied as are the respective students.

Another variable which must be considered by the instructor in planning the program is the time factor. Too often, English for the Foreign-Born classes are held for 16 weeks or less, convening once or twice weekly for approximately 120 minutes per week. The student's initial enrollment provides no assurance of continued attendance. It is incumbent upon the teacher to present material of sufficient value and impact that small accomplishments can be recognized by the student. By luring him back each session, further sequential study may effectively be based upon what has been learned previously. The teacher must plan for the swift achievement of many short-term restricted goals, using these as building blocks for the outcome of the total planned program.

## I THE SKILLS OF ENGLISH COMMUNICATION (UNDERSTANDING, SPEAKING, READING AND WRITING) WHICH REQUIRE STUDY OF A SYSTEM OF ENGLISH LANGUAGE SOUNDS, STRUCTURE AND VOCABULARY

A primary factor in the learning process is predetermined for teachers of non-English speaking adults. Whether immigrants or natives, literates or illiterates, they all have one common goal - proficiency in the skills needed to communicate in English. Educators in the field of citizenship and English for the foreign born refer to the teaching of these language skills under the heading English as a Second Language (ESL).

Authors of ESL literature advocate the audiolingual, aural-oral or linguistic approach to second language learning. Each of these refers to the technique of teaching that emphasizes speaking the English language in every day life situations. Various suggested techniques enable the students to develop the ability to hear, speak, read and write the second language while learning pronunciation, syntax and vocabulary meaning. Learning in listening precedes speaking, speaking precedes reading and reading precedes writing in sequential series.

A HANDBOOK FOR TEACHERS OF ESL is available from the New Jersey State Department of Education, Bureau of Adult and Continuing Education. A discussion of the philosophical and technical aspects of ESL can be found in professional literature cited in the bibliography. Since ESL is an important content area in classes of English and Citizenship, this section will outline some realistic, concrete curricular suggestions for implementation by the teacher.

Each of the subject areas outlined below will be preceded by a set of general guidelines which serve as a form of reference for the further development of the recommended content.

### SPEECH

#### A. Sound systems

It is unrealistic to attempt the elimination of all traces of a foreign accent in adults. It is more reasonable to achieve modification and correction of characteristic errors and habits of speech through formalized instruction.

Of the three facets of language (pronunciation, vocabulary and structure) the first causes the greatest difficulty for foreign students. Reasons for this difficulty are attributed to 1) the absence of certain English sounds in the student's native language, 2) the tendency of the student to pronounce the letters of English in the same manner as they sound in his native language and 3) the acquired imperfect speech patterns learned from other foreigners.

By studying the students, noting the errors peculiar to the individual and the group, and being familiar with problems stemming from national origin, the teacher can intelligently select elements of the sound system in which corrective instruction is needed. (For further discussion see chapter on identifying pronunciation problems)

1. Pronunciation
  - a) Vowel sounds
  - b) Consonant sounds
  - c) Diphthongs boy, pie
  - d) Consonant clusters in initial (sk-skate) and final (kt-walked) position
  - e) Plural sounds
  - f) Past tense sounds – t(walked) – d (sailed) – ed (wanted)
2. Intonation – rise and fall of voice in speaking and oral reading
  - a) Rising pitch for asking questions
  - b) Falling tone which ends sentences in English
3. Stress – placement of accent on correct syllable to change meaning of the word
4. Rhythm and pause
  - a) Proper pause between words of a sentence changes meaning. I scream / ice cream
  - b) Important words spoken slowly and less important words spoken more quickly in sentences
  - c) Contractions used in speech

## B. Vocabulary

Words should always be presented with a *structural framework* and arranged around a *cultural theme* used in meaningful dialogue. (e.g. My name is \_\_\_\_\_. I live on Olden Avenue. Where is the bus to Olden Avenue?)

The teacher's choice of vocabulary should not be restricted by lists or textbook criteria. The needed words for a meaningful life situation or citizenship area should determine the selection. *Words should arise out of a situation or experience that has meaning for and is needed by the students.*

Words should not be introduced in isolation. Vocabulary must be developed and practiced in meaningful sentences to be used in conversational situations.

Enrichment of vocabulary is desirable for students who wish to gain a fuller comprehension of English reading materials.

### VOCABULARY TYPES

1. Cultural topics (health, travel, clothing, family names, eating, greetings, parts of the body)
2. Some family words (build, builder, building)
3. Sensory words
4. Prefixes and suffixes added to known words
5. Antonyms or synonyms of known words
6. Homonyms
7. Technical words
8. Word form – boy, boys, boy's, boys'
9. Color words

### C. Structure

Although fluency generally takes precedence over grammatical accuracy, it is advantageous to learn and establish basic speech patterns early in the learning process.

Important sentence patterns should be practiced by students listening and repeating until they can understand them, internalize them and use them.

New structural patterns should be presented and practiced with the vocabulary the students know. (e.g. I live in Trenton. I live on Elm Street. I live at 10 Elm Street.)

Initial instruction of structural patterns should be selected on the basis of ease of demonstration and usefulness in many situations. (e.g. My name is \_\_\_\_\_. This is a book. Sit down.)

The correction and elimination of the use of foreign idioms and sentence structure should be accomplished. (e.g. He got for his birthday a hat.)

Rote memorization of rules and exceptions should be avoided. Grammatical terms and rules are generally for the convenience of the teacher and should *not* be carried over to the classroom instruction. However, more advanced students who have had formalized training may need a rule by which to coordinate their learning. For these students, simply worded rules may be briefly presented. The emphasis should be on the examples.

#### STRUCTURAL TYPES

1. Sentence types – statement, question, command, compound, complex, negative
2. Verbs – regular, common, irregular, tenses, contractions, phrases, idiomatic
3. Adjectives – position, possessive, comparative, and superlative
4. Adverbs – position, comparison
5. Pronouns and nouns – position, direct and indirect
6. Other words
  - a) Conjunctions (and, but, since)
  - b) Prepositions (to, at, for, in, of)
  - c) Helping words (can, may, would, must)
  - d) Collective words (group, many, much, few)
  - e) Determiners (a, the, an, each, some)

### READING

Reading is a complex, cumulative and language-related process. Prior to reading, the student has to have acquired many basic skills including recognition, comprehension, pronunciation and vocabulary.

The goals of the literate and illiterate student are at variance. The procedure for teaching literates will vary from that followed in teaching an illiterate group.

Effective communication involves growth in all areas. Reading will further develop the individual's skills in structure and vocabulary as well as offer a goal for cultural enrichment.

Silent reading has a greater value for the student learning English than oral reading. Only in rare life situations will the necessity occur for the individual to read orally. In oral reading, the student must not only comprehend the written page, but must use proper pronunciation and stress in order to be understood by the listener. Oral reading is best used in individual instruction or by the teacher to demonstrate correct pronunciation, intonation and stress.

- A. Reading skills
  - 1. Pronunciation, phonetics
  - 2. Alphabet
  - 3. Word form
  - 4. Word sequence, etc.
- B. Oral reading by teacher – choral oral reading by students
- C. Silent reading
  - Comprehension – main idea, sequence of information
- D. Student oral reading
- E. Reading for detail, technical, assignments, etc.

## **WRITING**

Legibility should be one of the criteria used by the teacher to evaluate the students' writing. Students who are literate in their native language and whose writing system is similar to English will have little difficulty. The teacher should assist, in only helping to change or perfect those letters and numbers that can be misinterpreted and confused with other English letters or numbers.

Writing should be introduced after the student can understand, speak and read the statements. After a series of structural patterns and expressions are developed, the student can attempt to express himself in a written form (letter, composition). Systematic writing can reinforce comprehension, speaking and reading abilities.

- A. Writing mechanics
  - 1. Alphabet – producing loops, strokes and curves
  - 2. Numbers
  - 3. Spacing of letters
- B. Punctuation marks
- C. Spelling principles
- D. Dictation
- E. Compositions
- F. Letters (business and friendly)
- G. Creative writing

The skills needed for communication through speech, reading, and writing are complex and interrelated. The sequence of learning by ESL educators is a suggested goal. Some students, due to past learning habits, will need simultaneous oral, visual and tactile association (e.g. teacher performs an act, student performs the act, teacher says the sentence, student says the sentence, teacher reads the sentence from the board, student reads the sentence, student copies the sentence). It is incumbent upon the teacher to arrange the sequence of lessons and materials to fit the needs and development of the individual students.

## **II THE CULTURAL INFORMATION NEEDED BY THE STUDENT TO UNDERSTAND HIS NEIGHBORS AND EFFECTIVELY PARTICIPATE IN HIS COMMUNITY**

The adjustment for the non-English speaking student is cultural as well as linguistic. For those individuals learning English in the United States, the two areas are closely interrelated. It is essential that the teacher not isolate the teaching of language skills from the natural cultural environment. Broad units of instruction that evolve from the students' needs and interests must be designed and implemented. Specific vocabulary, structure and pronunciation should be learned along with a better comprehension of the community in which the students reside.

Outlined below are suggested units and activities in which this type of learning can be encouraged.

### **UNITS OF INSTRUCTION**

#### **Personal introductions and pertinent information**

Name, address, age, occupation, country of birth

Hello — my name is \_\_\_\_ What is your name?

May I present my friend \_\_\_\_

I'm pleased to meet you.

The pleasure is mine, etc.

Where do you live? I live in in Trenton. I live on Elm Street. I live at 10 Elm Street

#### **Immediate environment**

- A. The classroom — names of furniture, names of teaching materials, activities done in school. Rules and regulations of school (parking, fire).
- B. The home — location, rooms and uses, furniture names, utensils for cooking, food names, types of meals, clothing, parts of human body
- C. The family — members, relationships, size, sex, age, etc.
- D. Occupations — various jobs, duties, application for job, industrial signs (keep out, danger, look out, employment office), earnings, banking, teller, money
- E. Relationships of family, home and job
  1. Shopping — food and clothing, credit, installment buying — weights and measures
  2. Making appointments — doctor, dentist, telling time, using telephone
  3. Going to doctor, dentist, drug store, asking directions
  4. Weather — temperature, seasons, calendar
  5. Travel — transportation, car, bus, train, airplane
  6. Recreation — ordering a meal in a restaurant, movies, theater, sports, dances, places of worship, social amenities, library, parks, etc.

**F. Community**

1. City, state, national map, geography
2. Holidays heroes, history, customs
3. Governmental Agencies post office, police station, firehouse, Immigration and Naturalization Office
4. How laws are made, city, state and U.S.
5. Flag - salute, national anthem
6. Animals, pets - cat, dog, bird, rabbit, common animal names

**Activities of Instruction**

Although adult school is usually synonymous with evening school, field trips into the community are clearly possible and to be encouraged. The teacher in cooperation with the school administrator can easily arrange for such trips. Classroom preparation should precede the trip and the cooperation of responsible authorities at the place under consideration should be sought. Suggested sites for visitation are open in the evening and will often postpone closing when anticipating a visit from a class.

**1. Library visit (school, community library)**

Librarians will assist in the vocabulary needed for the visit. The teacher can familiarize the librarian with the interests of the students prior to the visit so that books of interest on the students' level can be made available. Once the stranger feels familiar with the library, he will go again.

**2. Supermarket trip**

The experience of seeing and feeling and hearing the names of fruits, vegetables, etc., is very rewarding. An understanding of prices, buying, money, etc., can all be taught in this situation. Prior practice for the trip in the classroom with the necessary vocabulary in proper structural patterns is necessary. A supermarket close to the school or near where most of the students live is an advisable choice.

**3. General merchandise store visit**

This trip can introduce many of the needed vocabulary items. It also familiarizes the students with a variety of sundry items available to them. The preparation, the experiences and the activities can be somewhat similar to that of the supermarket trip.

**4. Teacher's home visit**

If at all possible, a visit to the teacher's home is gratifying to the students as well as to the teacher and his family. The visit can be planned to follow a regular class session. It offers students the opportunity to enjoy an American family's hospitality, socialize among themselves over coffee or tea and taste a variety of baked goods. For some students, it will be their initial experience in an American home. For the family of the teacher, it may be their singular exposure to individuals of other countries of the world.

Each community will have special places that the teacher may find advantageous to visit.

**Resource Personnel**

In each community are people who are anxious to assist new members of the community adjust to their surroundings. Many of these individuals have information that is of vital interest and concern to the students of the class. Preparation by the teacher for their visit is essential. The instructor must also alert the visitor to specific information desired and provide a possible list of vocabulary and syntax with which the students are familiar in the particular resource subject area. Resource personnel would include representatives from the Immigration and Naturalization Service, the local Police department, the Health department, visiting nurse, school administrator, attorney, government official, etc.

It must be emphasized that units of instruction, trips and resource personnel visits require planning by the teacher with adequate preparation of the students. These activities are not to be used as diversion; they are good teaching practices.

### **III THE ESSENTIAL FACTS ABOUT THE HISTORY AND GOVERNMENT OF N.J. AND THE UNITED STATES AS NEEDED FOR CITIZENSHIP**

According to the Rules and Regulations of the New Jersey State Board of Education, adopted pursuant to N.J.S.A. 18A:49-1, the course of study for foreign-born residents shall include:

1. The English language
2. Local and state government laws of New Jersey
3. The form of government and laws of the U.S.
4. Problems in American democracy

As in the two previous content areas, the primary goal will be to increase the learner's proficiency in English communication. In addition, the subject matter in this area should:

1. Acquaint the student with the inherent values of our society
2. Furnish a background of information concerning his town, city, county, state and nation – familiarizing him with their geography, history, services rendered and employment and educational opportunities
3. Inculcate in the student the ideals and spirit of "Americanism"
4. Provide direct preparation of naturalization

Each lesson in citizenship must be geared to the students' level of comprehension. The subject matter should be presented *orally*. Details can be omitted, with the large phases of the topics emphasized. The presentation should involve the students by drawing on their past experiences and their present questions. Comparisons made between their countries' governments and the United States, time relationships established between events in America and abroad, coupled with frequent utilization of newspapers, magazines, television, radio, slides, motion pictures and the like will provide an enriched and significant program for the learner. The list below represents suggested topics for study.

#### **Local – Town – City:**

- A. The community geography
- B. Town or city law makers
- C. Law enactment
- D. Examples of local ordinances
- E. Law enforcement
- F. Legal rights – housing laws – free legal aid
- G. Departments or service agencies of the town or city (police, fire, health, education, sanitation, recreation)

#### **State:**

- A. County system of government in New Jersey – local county geography
- B. Capital – Trenton – governor
- C. Legislators
- D. State Agencies (employment service, licenses, motor vehicle, health)

**National:**

- A. Washington, D.C.
- B. Enactment of Laws – legislature, House of Representatives, Senate
- C. Executive – President
- D. Judicial – courts, immigration regulations, alien registration, alien rights

**Other:**

- A. Advantages of Citizenship
- B. Duties and obligations of citizenship
- C. How to vote
- D. Why laws are necessary
- E. How aliens become citizens
- F. History and interpretation of Declaration of Independence, Constitution, Bill of Rights
- G. Organization and operation of political parties, conventions
- H. Mechanics of elections
- I. American geography – important cities, mountains and rivers
- J. Current Events (problems confronting America both domestic and international)

In studying the above topics, the learner must discover an intimate and personal identity with each area. Through enthusiasm and proper utilization of appropriate materials, the teacher will convey the information with greater facility. Each student will then have the opportunity to utilize his new language and achieve his personal goals as well.

**SUMMARY**

Certain factors can be stated which are applicable to all content areas.

1. In learning a language, comprehension of the spoken word and the ability to give oral expression, sufficiently to be understood, should precede reading and writing. The greatest need of the foreigner is the ability to verbally communicate his wants.

2. The principle that speaking a language should precede reading and writing and the corollary that reading is of greater value to the foreign learner than writing, does not mean that any single one should be taught isolated from the others. Individuals learn differently and many will need visual and auditory association of the action, sound and written symbols.

3. Adults learn in terms of unique personal means shaped in part by experience and learning. The information taught should proceed from the students' past knowledge and experiences.

4. Each class session should be used for oral practice by the students, not by the teacher. For some students this will be the only occasion to hear and speak the language. Since oral communication is the principal aim of the teacher, maximum class time should be devoted to it.

5. The teacher must exert maximum effort toward making the language an instrument his students can use. A restricted goal for each lesson should be kept in mind.

*The English language curriculum must be pruned with the advice of the students and the discrimination of the teacher.*

6. English will be taught differently than it would be taught to native Americans and differently than it would be taught to the same students if they were learning English in their native countries. It must be taught as a technique for successful living among the native speakers of the language.

7. The plans for the instruction and the materials selected should permit the opportunity for the conscientious student to obtain some practical knowledge of the language and culture, even if he *does no other work* until he returns to class.

8. Students should be encouraged to practice frequently outside of class. For the students who desire it, the teacher should include in every class meeting some materials that may be worked on at home and guidance given on how to do it. It would be suggested that in the beginning, practice of verbal drills and vocabulary, and sentence pattern memorization, are preferred to written exercises. Nevertheless, some students will bring in written materials which the teacher must be prepared to correct.

*Nothing must discourage the student from doing independent work.*

9. Language is cumulative. Opportunity must be given for review of past vocabulary and sentence patterns within similar cultural experiences.

10. The complexity of the teacher's task is to teach individuals on various levels. Provision for differentiating experiences according to varying abilities and specific needs of the learner has to be made by the teacher. The teacher needs time and opportunity to work as much as possible with each individual student, to help the learner move along the continuum of language skills as rapidly as possible. Work with small groups or the complete group will assist oral conversation and dispense cultural information.

11. Language patterns (sound, syntax, vocabulary) should be taught within cultural situations, correlating many skills into a unit of learning.

12. The sequence of presentation for all information should proceed from the simple to the more complex.

This is a coat. This is a red coat. This is a red coat on the chair. Congress makes the laws. Congress is made up of the House of Representatives and the Senate.

13. "It is only by selecting the language material carefully, by presenting it sequentially and systematically and by furnishing varied practice activities to the point where material is overlearned that we can help our pupils progress toward meaningful communication in English."\*

It would be folly to attempt to create a single static curriculum for people whose educational goals, cultural backgrounds, skills and abilities vary so dynamically. What is suggested is a continuous, flexible, fluid "curriculum" to be developed and planned under the responsibility of the teacher. A program in which limited vocabulary is carefully selected, syntactical examples rather than grammatical rules are presented, and the *emphasis is on oral practice in life circumstances* is particularly suitable to the adult language learner.

\*Finocchiaro, Mary B. English as a Second Language: From Theory to Practice New York Regents Publishing Co., 1965

## IDENTIFYING PRONUNCIATION PROBLEMS

The object of learning a second language and the primary goal for students in the class will be oral communication – to understand what is said and when speaking to be understood. In addition to speaking English with grammatical correctness, many students desire to learn proper pronunciation and accent. Mastering the problems of pronunciation is difficult for adults, since their pronunciation habits tend to be more rigid and resistant to change. For twenty or more years the adult's mind and speech muscles have perfected the automatic habits that make up their native languages. Learning a second set of speech habits after having developed the first has its advantages. However, problems occur when the need arises to replace or modify the automatic speech habits of the original language with new habits. Factors which affect the student's ability to master oral communication are the native language of the adult, his speaking and his hearing abilities.

The student must learn to hear sounds before he can begin to say them. It is not only a matter of knowing that the sounds are different. He must be able to distinguish pronunciation differences and eventually produce these sounds automatically and correctly. The learner's hearing and mimicry will affect the speed and accuracy with which he copes with the problems of pronunciation.

The speech of the adult is also important for the teacher to consider. If the instructor does not speak the native language of the student, it is difficult to discover speech defects. Problems ranging from voice to abnormal blocks, hesitation, stutter and lisp, etc., may interfere with instruction. An awareness by the teacher of these possibilities is important.

The native language of the adult student is another factor in pronunciation. No two languages arrange their words, use the same sounds for the same letter symbols, or produce the same sound patterns. To produce the more than 40 English speech sounds and to blend them into sound combinations that are recognizable as words, involves many complicated muscular adjustments. For the adult to learn these skills, listening, conversation and books are not sufficient. Listening and imitation must be supplemented by practice, drill and specific instructions as to placement of the tongue, use of lips, etc. The teacher can refer to any good speech book for consonant charts, vowel triangles, paired voiceless vs. voiced speech sounds (i.e. p – pet vs. b – bit; k – come vs. g – gum; th – thumb vs. t – tumb; n – gain vs. ng – going) to supplement instruction.

Although pronunciation and intonation teaching are a continuing process, several minutes of each class session should be spent on the *systematic* teaching of pronunciation by a variety of drills and exercises. Above all, the teacher should not expect students to achieve accent-free English conversation. Continuous drill and relating specific pronunciation errors to subsequent class work will help reinforce proper pronunciation.

Knowing the pronunciation difficulties the student may encounter can eliminate the tendency for students' superimposing native sounds on the new language. The list that follows tries to familiarize the teacher with some of these problems. Each teacher should possess more insight into the phonetic aspects of the English language than it is necessary to offer to the students. The classroom situation and the individual's needs will determine the extent of the emphasis on pronunciation and the information to be presented to the student.

## **SELECTED LIST OF SPECIAL PRONUNCIATION PROBLEMS ACCORDING TO THE STUDENTS' NATIVE LANGUAGE\***

**All Students:**

vowel sounds; stress and intonation  
r sound – rip, tar, very, borrow  
th (voiceless) -- thumb, bathtub, tooth  
th (voiced) – this, that, mother, weather, bathe

### Most Students:

s (voiced) — rose, maze, buzz, razor, cousin, eyes  
s (unvoiced) — so, sun, glass  
t/d — time, letter, bat; dime, ladder, bad  
w/v — wine, sandwich; vine, invalid, stove  
j/y — Jew, jet, joke, judge; you, yet, yoke  
sh/ts — shoe, sugar, shell, cash; plurals cats; 3rd person sing. lets  
l/r — lice, jelly, bell; rice, very, car

### Words of more than one syllable

initial and final clusters (blew, blow, skin, desk, fourth, etc.)  
final stops

### **Asian Students:**

Initial, medial and final l/r confusion (see most students)  
l/r cluster confusion

|        |       |       |      |
|--------|-------|-------|------|
| flour  | glad  | blow  | etc. |
| friend | grass | bread |      |

final clusters especially (ks) box  
(kt) act

### **Chinese Students:**

all the vowels

b - bed, table, tub

d - duck, ladder, bed

g - goat, wagon, dog

v - very, eleven, stove

th (voiceless) (see all students)

th (voiced) (see all students)

all final consonants except (pin and ring)

h/sh - hat, birdhouse; shop, seashell, dish

sh/ts (see most students)

y/z - you, barnyard; zebra, rose, eyes

\*Adapted from a chart in Mary Finocchiaro, *Teaching English as a Second Language*, Harper and Row Publishers, p. 371.

**French Students:**

oy - toy, coin, oyster, employ  
h - hat, birdhouse  
y - you, barnyard  
i/ee - sit, pretty, busy; eat, feet, tree  
pull/food - hurt, word, moon, shoe, rule  
th (voiceless) the (voiced) (see all students)  
ch/sh - chin, hatchet, watch; shop, seashell, dish  
s/t/th (voiceless) - sun, basket, bus; top, letter, rat; thumb, bathtub, bath

**German Students:**

th (voiceless) (see all students)  
th (voiced) (see all students)  
p/b pig, apple, cup; big, table, cub  
d/th/th - duck, ladder, bed; thumb, bath; that, bathe  
w/v (see most students)  
j/y (see most students)  
ch/sh (see French Students)

**Italian Students:**

h - hat (see French Students)  
eat/it (see French Students)  
pull/food (see French Students)  
th (voiceless) (see all students)  
th (voiced) (see all students)  
s/sh - sing, basket, bus; shop, seashell, dish  
Initial clusters fl, nl, bl; final clusters nt, nd, ld, etc.

**Japanese Students:**

All vowels; all clusters or blends  
th/th (see all students)  
w/v (see most students)  
l/r (see most students)  
sh/ch (see French Students)  
f/h - fat, safe; hat, birdhouse  
s/sh - so, sun, glass; shop, seashell, dish  
t/ts - light, wet, let; lights, wets, lets

**Polish Students:**

long vowels; diphthongs  
w - window, wall, awake  
l - lamp, jelly, bell  
final w/l - window, widow; bell, call  
g/k - go, wagon, dog; cat, basket, book  
Vowel sound but, hundred, love, does

**Spanish Students:**

let/ate - red, head; hate, wait, ray, break  
it/eat - ship, live, slip, hit; sheep, leave, heat  
pull/but - good, wolf, would; cup, love  
b/v - bed, table, stab; very, invalid, evil, stove  
s/sh/ts - bus, dish, cats  
s/z - seal, rice, price, zeal, rise, prize  
Final voiced consonants and blends - b, d, g, ng, m, n, etc.

## INSTRUCTIONAL PROCEDURES

There are many methods and techniques in teaching. The good teacher uses all of them at different times to lend variety to teaching and in the hope that one of the approaches will foster learning for the students. The teacher must select from a multitude of available materials and procedures the ones with which he is most comfortable. Just as teachers have different teaching styles, so students have different learning patterns. The teacher must be master of the materials and methods utilized in the learning situation. Adaptation and modification of the materials and techniques so as to serve the learners, while covering the major content areas of the program, is the responsibility of the teacher. In order to make appropriate choices, the teacher must be familiar with a wide range of techniques, procedures and methods.

### Methods

The literature describing teaching methods appropriate to non-English speaking adults abounds with endless lists of practices to be used with varied individuals, in a variety of circumstances and with numerous subject materials. The methods most prominently described in the literature are enumerated below so as to alert the teacher to the infinite varieties available.

1. Direct method
2. Indirect method
3. Gouin theme method
4. Analytic method
5. Synthetic method
6. Inductive method
7. Deductive method
8. Textbook method
9. ESL (aural-oral-linguistic method)
10. Community approach method
11. Basic English method
12. Laubach method for illiterates
13. Eclectic method

The bibliography will refer the reader to texts containing detailed descriptions of various methods. Though there can be little agreement among authors as to which method is the best one, most effective teachers develop their own Eclectic Method for a versatile and flexible approach to the teaching of English and Citizenship to immigrant and native adults. Due to the varieties of learners, the varied subject matter taught and different circumstances in which learning takes place, an Eclectic Method responds by combining the most desirable, useful and appropriate features of all methods. There should be no hesitation to supplement, experiment, develop and expand new techniques. The approaches used one year may be inappropriate for a group the next year. The ever-expanding knowledge of life and the world will necessitate constant readjustment of teaching methods.

If the methods and materials selected are to meet the requirements of the specific adult learners to be served, careful preparation and planning by the instructor is a necessity. Correlation of the basic skills needed for oral conversation, reading, writing and spelling, integrated into a useful lesson involving American history, government and life situations, requires a conscious and concerted effort.

There are many valuable aids to assist the teacher. In addition to a careful reading of this handbook, the bibliography, list of resource agencies and selected free and inexpensive materials that are included in the next section will prove helpful. Government, industry and service agencies are a wonderful source of professional literature and worthwhile information for use in the classroom. All these agencies will send their literature upon the request of a teacher on official school stationery.

Other useful aids for assisting the teacher in the preparation of lessons are guides or manuals designed to provide teachers with detailed lessons involving a variety of techniques and approaches. An annotated list of some of these can be found in the bibliography. A word of caution concerning their use is suggested by the authors of all the guides. A teacher should not utilize any one guide in its entirety.

### Drills

Many prepared lessons in these guides recommend a variety of drills. Although drills are inherently unnatural and possibly dull, all linguistic educators advocate their use as an important exercise for reinforcing or initiating speech habits. The teacher should avoid insulting the maturity or reasoning of the adult students by giving them childish games or immature materials. If the rationale for the drills is understood, they will certainly be accepted by the student eager to learn.

In order to minimize the boredom of drills, most guides suggest using a variety of them. So the instructor may be familiar with the variety available a brief explanation of the most commonly used ones is given below:

|                                       |  |
|---------------------------------------|--|
| Repetition Drills –                   | The teacher repeats a statement 2 or 3 times. Whole class, or groups or individuals repeat the same statement. (e.g. Teacher: This is a book. Choral: This is a book.)   |
| Substitution Drills –                 | Students replace words of the sentence with the same part of speech. (e.g. 1) I have a <u>book</u> . 2) I have a <u>pencil</u> . 1) <u>I</u> have a book. 2) <u>We</u> have a book. 1) <u>I</u> <u>have</u> a book. 2) <u>I</u> <u>see</u> a book.)                                  |
| Transformation or Conversion Drills – | Students make statements into questions, affirmative to negative, singular to plural, simple sentences into compound sentences. (e.g. This is a pencil. Is this a pencil?)   |
| Replacement Drills –                  | Students replace one part of speech for another, pronouns for nouns etc. (e.g. 1) <u>John</u> is a man. 2) <u>He</u> is a man. 1) <u>I</u> live in <u>Trenton</u> . 2) <u>I</u> live <u>there</u> . 1) <u>Mary</u> and <u>John</u> are 10 years old. 2) <u>They're</u> 10 years old. |
| Paired Sentence Drills –              | The teacher states a sentence and then asks a question. (e.g. Teacher: A pencil is on the table. What else is on the table? Student: A pen is on the table.)   |
| Question and Answer Drills –          | The teacher asks a question and the student answers. (e.g. Teacher: Do you need a pencil? Student: Yes, I do.)   |
| Chain Drills –                        | One asks Two a question. Two answers the question and asks Three the same question and so on.  |
| Expansion Drills –                    | The student adds descriptive words to a basic sentence. (e.g. I have a dress. I have a pretty red dress.)  |

It is important to vary the drill activity as well as the type of student participation. From choral repetition, the teacher may proceed to small group response or individual repetition, and then on to teacher questioning and student responding, with the questioning proceeding to the students questioning each other. Once the instructor is familiar with the types of drills many variations can be devised and tried by him.

### Dialogue

Since the teacher's first objective is to foster oral communication, he must combine all the language skills into a normal communication situation. Dialogues developed and based on real-life situations, involving new items of vocabulary, structure and a particular sound pattern, give practical application to the basic skills learned.

The choice of dialogue is based on the knowledge of the student's needs and language handicaps. From the instructor's knowledge of the students' weaknesses and needs, he picks the review structures and new materials, weaving them into a short dialogue or story. At the beginning level the dialogue may consist of a few sentences. As the proficiency of the learner increases, the dialogues and stories can be extended to class discussion and lengthy conversations. For dialogue use to succeed, the teacher must model and dramatize the initial utterances, followed by repetition by teacher, choral group and individuals.

An illustration of two approaches to teaching a basic pattern may be of help to the reader.

Direct Method - (Using objects and action) This is a pen. I give the pen to you. You get the pen from me.  
Dialogue ...  
Boy: Please give the pen to me.  
Girl: I don't have the pen.  
Boy: Where can I get the pen?  
Girl: You can get the pen from John.

Drills, dialogues, stories, pictures, action-word associations and dramatizations can all be used in the presentation of a lesson. The instructor may also utilize an infinite variety of media to further augment the presentation. Photographs, real objects, tape recorder, movies, records, film strips, slides, television, radio, programmed learning, newspapers, advertisements and others are useful media supplements. All can assist in attaining the desired outcomes of the teaching program.

### Class Organization

The organization of some classes for the immigrant and non-English speaking adults varies with each community. In those school districts where all non-English speaking people are enrolled together in one class, regardless of level of proficiency, needs or goals, the teacher *must* individualize the instruction. The class must be, by necessity, grouped, and presentations must be geared to the specific abilities and needs of each of the smaller groups. Superior students in any class must be challenged with creative practices while other students must derive a sense of accomplishment from other exercises. Utilizing the superior students' abilities can be an asset to the teacher. These students can assist in work with the students of lesser proficiency.

The degree of reliance on guides, manuals and texts diminishes with experience. However, both the experienced and novice teacher benefits from exposure to the materials and techniques recommended by others. The pitfall to avoid is complacency with one's own materials and approaches. Good teaching methods will yield to the pressures of new ideas.

### Summary Statements

1. A variety of methods, techniques and devices for presentation and practice in the classroom is advisable.
2. When possible, the teacher should use a multi-media approach.
3. Materials that are suitable for adult interests should be selected.
4. Teaching in small units and allowing for individualized instruction is advantageous.
5. Frequent change in activities creates a more satisfactory climate for learning. When the learning situation is enjoyable the learner is more receptive.
6. The teacher should watch the tempo of his teaching, proceeding at a pace that will ensure successful learning.
7. Each lesson presented at an evening session should have an attainable goal.
8. The first session of a class is a pivotal one. A successful preparation and presentation can encourage students to return for further instruction.
9. Methods, techniques and procedures are just devices suggested by other educators. In a specific classroom, the individual teacher is the catalyst and must humanize the procedures selected.

## REGISTRATION AND NATURALIZATION PROCEDURE

In ordinary cases the information provided in this section probably will be all that is needed to assist individuals interested in U.S. citizenship. However, some groups of persons are exempt from the usual requirements (i.e. former U.S. citizens, aliens married to citizens, veterans of our armed forces). For additional information individuals may call, visit or write the nearest office of the Immigration and Naturalization Service. The teacher should be informed of the location of the office in the community. The central office for New Jersey is: U.S. Department of Justice, Immigration and Naturalization Service, 970 Broad Street, Newark, N.J. 07102

### Declaration of Intention

Effective December 24, 1952, it is no longer necessary for an alien to file a declaration of intention prior to filing a petition for naturalization. However, an alien may wish to do so for reasons of employment. The only requirements are that the individual be 18 years of age and a lawfully admitted permanent resident. No specified residence time is required nor is any skill in reading, writing or speaking English necessary. An interested individual must complete Naturalization Form N-300 and mail or take it together with three identical photographs to the nearest office of the Immigration and Naturalization Service.

### Alien Registration

The law requires that every alien must report his address each year. In January, Alien Address Report forms, obtained from the nearest Post Office, must be filled out by all aliens and returned to the Post Office. Teachers should inform students of this requirement and assist them in completing these forms.

### Naturalization Requirements

Principal requirements for citizenship are:

1. Eighteen years of age or older
2. Legally admitted to the country for permanent residence
3. Resident in this country for five years, the last 6 months in the state where application is made, or married for three years to a citizen and have lived with spouse in this country for three years.
4. Ability to read, write, speak and understand ordinary English usage\*
5. Person of good moral character
6. Knowledge of U.S. history and government

### Citizenship Procedure

The application for citizenship (N-400) is obtained from the Office of Immigration and Naturalization Service. The completed form, a fingerprint card and three identical 2" x 2" photographs are sent or brought to the office. About a month later the Immigration and Naturalization Service will inform the applicant of the time and place of examination for citizenship. A fee of \$10 is required. In addition, the applicant must bring to this appointment two adult United States citizens who know the applicant well and see him at least once a month. The examiner will question the witnesses about the character and residence of the applicant. The examiner will require that the applicant read and write easy English words and sentences. In addition oral questions will be asked about the history and government of the country.

\*Persons who were 50 years of age on December 24, 1952, and had been living in the U.S. for at least 20 years are exempted from this requirement. They may even sign their name in a foreign language if they cannot do so in English.

## FREE AND INEXPENSIVE MATERIALS FOR USE BY THE TEACHER

### GUIDES

#### Educators Grade Guide to Free Teaching Aids

Edited by Patricia H. Suttles  
Educators Progress Service Inc.  
Randolph, Wisconsin 53956

loose leaf — updated each year, annotated, has subject and source index; most school systems subscribe to the service

Examples: The Customs Story

Treasury Dept., Bureau of Customs  
2100 K St. N.W., Washington 20226

#### Jane and Jimmy Learn About Fresh Fruits and Vegetables

Booklet contains 12 pages of outline drawings of fruits and vegetables. Kit for teacher contains 35 booklets. United Fresh Fruit and Vegetable Association, 777 14th St. N.W., Washington, D.C. 20005

#### Educators Guide to Free Subject Area Materials

Edited by Mary Saterstrom  
Educators Progress Service Inc.  
Randolph, Wisconsin

example: Films — Four Teachers — presents scenes of school classrooms in four countries, compares role of teacher; Japan, Puerto Rico, Poland, Canada  
Canadian Embassy, 1746 Massachusetts Ave.,  
Washington, D.C. 20036  
Request Film 2 months in advance (free)

#### Free and Inexpensive Educational Aids

Thomas J. Pepe  
Dover Publications, Inc. N.Y. 1968

Language Doors: Foreign-language training and the teaching of English as a second language  
Ford Foundation: Office of Reports, 477 Madison Ave., N.Y. 10022

#### Free and Inexpensive Learning Materials

Director of Survey and Field Services  
George Peabody College for Teachers  
Nashville, Tennessee 37203

small booklet divided by subject areas

#### Free Learning Materials for Classroom Use

Wagner, W. and Crestophel, Edna  
Cedar Falls, Iowa, State College of Iowa

Selected Free Materials for Classroom Teachers

Aubrey, R. ed.

Palo Alto, California, Fearon Publishers, 1965

Where to Get and How to Use Free and Inexpensive Teaching Aids

Schain, R. and Polner, M.

Valley Stream, N.Y.

Teachers Practical Press; distributed by Prentice-Hall, Englewood Cliffs, N. J.

1001 Valuable Things You Can Get Free

Weisinger, Mort

Research compiled by Dave Stanley

N.Y. Bantin Books

## Citizenship

Good Citizen - The Rights and Duties of an American

American Heritage Foundation, 11 West 42nd Street, New York 36, New York, 1951, 72 p. Free. An outline of the major rights of the individual and safeguards against invasion of his rights by the federal government.

Declaration of Independence, Patriotic Songs of America, Presidents of the U.S.A.

John Hancock Mutual Life Insurance Co.

Boston, Mass.

A Festival of Freedom

(P-222) National Recreation Association, 8 West 8th Street, New York, New York, Undated. 5 p. 15 cents. A review of the nation's patriotic songs, in chronological sequence and expressed by tableau, song, and story.

Charters of Freedom

General Services Administration, National Archives and Record Service, Washington, D.C. 1954. 16 p. 25 cents. Facsimiles of the Declaration of Independence, the Constitution, and the Bill of Rights.

Your Rights . . . Under State and Local Fair Employment Practice Laws

1955 32 p. 10 cents. Enumerates the American citizen's rights to equal opportunity in employment regardless of race, religion or national origin.

You and Your Community

By H.A. Tanser. C.S. Hammond and Company, 515 Valley Street, Maplewood, N. J. 1955 80 p. 64 cents plus postage. Emphasizes that good citizenship implies responsibilities as well as privileges. Illustrations, exercises, plans, and projects for classroom use.

Outlines in United States Government

Hillsdale School Supply Company, Hillsdale, Michigan. A review of the United States government, with questions and answers.

The First Book of America

By Edith Heal D.C. Heath and Company, 280-282 Spring Street, N.W., Atlanta, Georgia. Grades 3 through 6. A 25% discount to schools and teachers. 1952. 92 p. 80 cents. Story of the American people themselves and their struggles to gain and preserve freedom.

How a Bill Becomes Law

Field Enterprises, Inc. Educational Division. Merchandise Mart Plaza, Chicago, Illinois. Single copy free to teachers. Colorful 8-page folder.

Our American Government, What Is It? How Does It Function? 300 Questions and Answers

Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 66 p. 25 cents. Story of the history and functions of our American government.

Our American Government

By Wright Patman. Bantam Books, Inc., 25 West 45th Street, New York, New York. 304 p. 35 cents. Answers to 1001 questions.

American Jewish Committee, 386 Fourth Avenue, New York, New York

These Americans - How people from many lands helped to make America a nation

Who Says So - Making good judgments about civic issues

Why Don't They Think - Prejudices based on unsound conclusions

League of Women Voters, 1026 17th Street N.W., Washington, D.C.

What's the U.S. to You? - Political responsibility through informed and active participation in government 10 cents

Mr. Congressman, His Moneybags and Watchdogs - The story of how our Congressmen act as guardians of the billions of dollars making up our federal budget 10 cents

How a Bill Becomes a Law - Pictograph of a bill's progress through Congress 5 cents

Minorities Have Made America Great

Warren Schlost Productions, Palmer Lane West, Pleasantville, N.Y. 10570. Five Film strips accompanied by records depicting contributions made to various fields by the Blacks, Jews, Italians, Germans and Irish.

John Hancock Mutual Life Insurance Company

200 Berkeley St., Boston Mass. 02117. Series of flat pictures, with texts, of famous Americans, including: John Hancock, Alexander Graham Bell, Paul Revere, Robert Goddard, Samuel Houston, Billy Mitchell, George M. Cohan, and others (7th Grade - Adult Ed.). Series of booklets on historical American topics, such as: "Patriotic Songs of America" (5th Grade-Adult Ed.); "The Story of the Pilgrims," and "The Declaration of Independence", (7th Grade-Adult Ed.); "Robert E. Lee," "John Hancock," "George Washington," "Abraham Lincoln," and "The Flag of the United States of America," (10th Grade-Adult Ed.)

**Foods**

Set of six 18" x 25" citrus posters, Free  
Florida Citrus Commission, Lakeland, Florida

Vegetables to Help us Grow

Columbia University, Teachers College. Bureau of Publications, 525 West 120th Street, New York 27, New York, 25 p. 40 cents An elementary nutrition unit.

A Fruit and Vegetable Buying for Consumers

(Home and Garden Bulletin No. 21) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 1955 46 p. 20 cents. A list of fruits and vegetables with the desirable and undesirable qualities of each.

Health Heroes – How to Control Your Weight

Metropolitan Life Insurance Company, Madison Avenue, New York, New York, free

**Home and Family**

A Guide to Budgeting for the Family

Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250 free

Fire

Row Peterson and Company, 1911 Ridge Avenue, Evanston, Illinois The story of fire; how it can help and hurt. Ways to fight fire.

Family and Home Cards (H303) colored cards

Level I stimulus cards D – 313

Level II stimulus cards L – 323

Level III stimulus cards J – 333

American Guidance Service Inc., Publisher's Building, Circle Pines, Minnesota 55014

Metropolitan Life Insurance Company

Health and Welfare Div., 1 Madison Ave., New York, N.Y. 10010. Materials on Health and safety, driver education, disease control, home nursing, nutrition and weight control, and family living, and biographies of prominent health heroes. Produces 16mm. films and 35 mm. filmstrips on children's behavior, adult mental health, and lives of health heroes. Query for materials should specify grade level and subject matter. Western states residents should direct request to Metropolitan Life Insurance Co., Health and Welfare Div., 600 Stockton St., San Francisco, Calif. 94120 (7th Grade-Adult Ed.)

**Mind Your Money**

Money Management Library

Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601 Provide activities for planning expenditures and recognizing value.

A Wise Shopper

Ohio State University, County Extension Agent, Home Economics, 506 The Arcade, Cleveland, Ohio. Advice on food buying using a basic vocabulary.

National Consumer Finance Association

Educational Services Div., 1000 Sixteenth St., N.W., Washington, D.C. 20036 Materials on consumer finance.

Series of wall posters on consumer credit. "Teaching Unit for Consumer Finance" contains blend of class panel presentations, group dynamics, audio-visual techniques, question-and-answer material, teacher's manual, tests, and lesson plans; single unit per teacher. "Family Money Management – Counseling Kit"

contains material for educational counselors; single kit per teacher. Booklets: "Careers in Consumer Finance" for occupational guidance; "Facts You Should Know About Your Credit," "Miracles of Credit," "Money and Your Marriage," individual state publications on consumer finance, and others. Single copies per teacher. Classroom quantities of "Family Budget Slide Guide Kit," which includes a slide guide budget finder and budget worksheets. Booklets: "Consumer Credit and You" in classroom quantities. (7th Grade-College). Booklets: "Consumer Finance Law Bulletin," "Selected and Annotated Bibliography in Consumer Finance," and others (College). Request "Publications for Use in Higher Education," "A Catalog of Educational and Counseling Aids for the Classroom Teacher and the Clergy," and "Publications, Motion Pictures, and Visual Aids for the Consumer Finance Industry," and annotated listings of materials. Produces 16 mm. films with teacher's guides. Distributed by Association Films: Broad at Elm, Ridgefield, N. J. 07657

National Committee for Education in Family Finance

277 Park Ave., New York, N. Y. 10017. Materials on family finances, budgeting, and insurance. Play script: "Budget or Bust," Radio or assembly script: "Be Sure! Insure!" Radio script or playlet: "Let Green-Back Crusader Help." Request annotated listing of materials. Booklet: "Free and Inexpensive Materials for Teaching Family Finance." Single copies of materials to teachers, librarians, and administrators. Materials also useful for home economics. (10th Grade-Adult Ed.)

## **MATERIALS CENTERS FOR TEACHERS OF NON-ENGLISH SPEAKING ADULTS**

Each center contains a collection of textbooks, workbooks, guides, professional publications, audio-visual materials and related materials.

1. Glassboro State College – Resource Center  
307 Gerard Ave., Glassboro, N. J. 08028
2. Jersey City State College – Resource Center  
Jersey City, N. J. 07305
3. Montclair State College – Resource Center  
Upper Montclair, N. J. 07403
4. Newark State College – Resource Center  
Morris Ave., Union, New Jersey 07083
5. New York Public Library – Donnell Library  
53rd Street and 5th Avenue, New York, New York

## **RESOURCE AGENCIES TO ASSIST TEACHERS WITH FREE AND INEXPENSIVE MATERIALS**

**Adult Education Association of the United States, 1225 19th St., N. W., Washington, D. C. 20036**  
Fundamental and Literacy Education Section  
Education for Non-English Speaking Adults Section

**American Council for Nationalities Service, 20 West 20th Street, New York, New York**

**American Immigration and Citizenship Conference, 509 Madison Ave., New York, New York 10022**

**Association of Teachers of English to Speakers of Other Languages, Institute of Languages and Linguistics, Georgetown University, Washington, D. C. 20007**

**The British Council, English-Teaching Information Center, State House, High Holborn, London, W. C. 1, England**

**Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D. C. 20036**

**English Teaching Division Information Center Service, United States Information Agency, Washington D. C.**

**League of Women Voters of the United States, 1200 17th St. N.W., Washington, D. C. 20036**

**Modern Language Association (MLA), 4 Washington Place, New York, New York 10003**

**National Association for Foreign Student Affairs (NAFSA), 809 United Nations Plaza, New York, New York 10017**

**National Association for Public School Adult Education, 1201 16th St., N. W., Washington, D. C. 20036**  
(bi-monthly publication with a section devoted to ideas currently in use in teaching non-English speaking adults)

**National Council of Teachers of English (NCTE), 508 South Sixth Street, Champaign, Illinois 61822**

**UNESCO, United Nations Plaza, New York, N. Y. 10017**

**United States Department of Health, Education, and Welfare, 330 Independence Ave., S.W., Washington D. C. 20201**

**United States Department of Justice, Immigration and Naturalization Service, 970 Broad Street, Newark, New Jersey 07102**

**United States Government Printing Office, Division of Public Documents, Washington, D. C. 20402**  
(request PL 67 – price list and description of all literature available from the above embracing the topic of Immigration, Naturalization and Citizenship)

## BIBLIOGRAPHY

Allen, H.B. ed. Teaching English as a Second Language: a book of readings. New York: McGraw-Hill, 1965.

Beagle, S., Schenkler, M., Woolfson, W. English For Use New York: Harper & Brothers, 1951.

Bronstein, A. J. The Pronunciation of American English: an introduction to phonetics, New York. Appleton, 1960

Cass, A.W. & Crabtree, A.P. Adult elementary education: teaching methods and practices, administrative principles and procedures, New York. Holt, 1956

Crabtree, A.P. Civic Education Programs for Adults Washington, D.C. NAPSAE, 1956.

Dacanay, F.R., Techniques and Procedures in Second Language Teaching, J.D. Bowen, Ed., Dobbs Ferry, New York: Philippine Center for Language Study Monograph Series No. 3, Oceana Publication, Inc., 1967

Dees, N. ed. Approaches to Adult Teaching London: Permagon Press, 1965

Beighton, L. C. Vocabulary Development in the Classroom Columbia Univ., New York: Bureau of Publications, Teachers College, 1959

Finocchiaro, M.B. English as a Second Language: from theory to practice New York. Regents Publishing Co. 1965  
An overview of theory and methods for both experienced and inexperienced teachers. Books for further reading are listed at the end of each chapter.

Teaching English as a Second Language  
New York. Harper & Row. 1958

Fries, C.C. Teaching and Learning English as a Foreign Language Ann Arbor: University of Michigan Press, 1945

Guiler, W.S. & Coleman, J.H., Reading for Meaning New York: J.G. Lippincott Co., 1955  
Short selection followed by grouping exercises related to word meaning, total meaning, central thought, detail meanings, etc. grade 4-12 (88¢ per booklet)

Knowles, M.S. ed. Handbook of Adult Education in the U. S. Chicago, Ill.: Adult Education Association of the U.S.A., 1960

Reade, I.E., Improve Your Accent New York: MacMillan Co. 1941  
Drills for pronunciation problems based on sounds peculiarly difficult for most foreigners.

Scott, L. B. & Thompson, J.J.  
Phonics in Listening    Phonics in Speaking  
Phonics in Reading    Phonics in Writing  
St. Louis, Mo.: Webster Publishing Co., 1962

Sharlip, W. & Owens, A.A. Adult Immigrant Education  
New York: Its scope, content, and methods – The MacMillan Co., 1928

Walpole, Hugh, Foundations of English for Foreign Students  
Chicago, Illinois: University of Chicago Press, 1946

### **CITIZENSHIP BOOKS FOR STUDENT USE**

How to Become a United States Citizen, Angelica W. Cass  
750 Third Ave., N.Y., N.Y. 10017: Noble and Noble, Publishers, Inc., 1963. Paperback book for students giving information needed to apply for naturalization. Sections are written with a 600-word vocabulary.

Questions and Answers on American Citizenship, Solomon Wiener  
(An Americanization Manual & Naturalization Guide)  
200 Park Ave. South, N. Y., N. Y. 10003: Regents Publishing Company, Simon & Shuster, Inc., 1965  
Material on citizenship, American history, and government are presented in the form of concise questions and answers. Added information on naturalization, holidays, famous men, presidents, etc. is included, as are documents of American freedom. Intermediate reading skill is needed.

United States Government Printing Office, Division of Public Documents,  
Washington, D.C.

Becoming a citizen series –    Our American Way of Life  
    Our United States  
    Our Government

### **GUIDES, HANDBOOKS AND MANUALS FOR TEACHER REFERENCE**

1. California State Department of Education, Sacramento English (Americanization – Literacy)  
Adult Basic Education Handbook for Teachers 1966 (mimeo)
2. Los Angeles City Schools, Division of Adult Education  
English As A Second Language 1969 (mimeo)
3. Newark, New Jersey Board of Education, Department of Adult Education  
English as a Second Language, A Curriculum Guide 1969
4. Newark, New Jersey Board of Education, Department of Special Services Americanization Program Introduction to Newark – A Guide for Newcomers Booklet presents history of Newark. All governmental agencies are described in detail with descriptions and services rendered in simple English. A good index assists teachers to gain information concerning community problems, union, working papers, installment buying, etc.

5. New York City Board of Education  
Teaching English as a New Language to Adults  
1964 Offers specific contents and methods of instruction on graded levels.
6. Southwestern Cooperative Educational Laboratory, Inc.  
The Oral Language Program Albuquerque, New Mexico: 1970  
A set of daily lessons used with children. The lessons and accompanying manual deals entirely with oral and auditory skills.
7. Stevick, E.W. Helping people learn English: a manual for teachers of English as a second language.  
Nashville, Tenn. Abingdon Press. 1957  
Intended for untrained Americans who must teach English to foreigners. This manual gives suggested classroom activities, sample lessons, and sample exercises.
8. Texas Education Agency, Teaching English As A Second Language  
Adult Basic Education Teacher's Guide. Austin, Texas: 1970 Specific lessons integrating pronunciation, structural patterns, vocabulary and cultural information. Lessons are grouped within units of study (school unit, home unit, family unit, etc.).
9. University of the State of New York, Bureau of Continuing Education Curriculum Development, Basic Lessons in Beginning English for Americanization Teachers Albany, N. Y.: 1968  
Detailed lesson plans are furnished. Each lesson is stated in terms of aims and objectives. Detailed in the lessons are a variety of techniques. The format of each lesson includes: warmup, oral presentation and repetition, pronunciation emphasis, reading and writing and summary.
10. Filmstrip; Manual for Americanization Teachers  
Lists valuable filmstrip and suggested dialogues, dramatizations and pattern practice drills.

ERIC Clearinghouse  
SEP 7 1972  
on Adult Education